DOCUMENT RESUME

ED 357 914 RC 019 143

AUTHOR	Savard, William G.
TITLE	Indian Education Summer Institutes and Indian Education School Improvement Programs. Evaluation Report.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	15 Dec 92
CONTRACT	RP91002001
NOTE	40p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Attitudes; *American Indian Education; American Indians; *Educational Improvement; Elementary Secondary Education; Higher Education; *Improvement Programs; *Institutes (Training Programs); Professional Training; Program Evaluation; *Teacher Attitudes; Teacher Education
IDENTIFIERS	Northwest Regional Educational Laboratory

ABSTRACT

This report evaluates two aspects of the Northwest Educational Laboratory Indian Education Program. These were: (1) seven week-long Indian Education Summer Institutes, conducted in the years 1988 to 1991, in which 329 educators from Montana and Washington addressed issues relevant to Indian education; and (2) the Indian Education Schools Improvement Programs conducted at 29 school locations in the Northwest to provide staff training and develop a local capacity to learn about and solve problems related to Native American education. Telephone interviews were conducted with randomly selected participants in both programs. Data are organized around the questions of the interview protocol and include a listing of all responses. Questions regarding the summer institutes and the Schools Improvements Programs addressed the following topics: (1) whether the programs made any difference in teaching or providing services to Native American children; (2) whether participants trained others or shared information about the programs; (3) whether participants had an opportunity to influence instructional practice or policy as it affects Native American children; (4) what the most important aspect of the program was and recommendations for future programs. Several questions unique to the Schools Improvement Programs addressed whether the program impacted school organization or made a difference in how school staff members related to each other. The report also includes information from two site visits to Indian Education School Improvement Programs. This report concludes that both programs were successful in meeting the expectations and needs of the participants. The appendix includes a sample Summer Institute topical schedule. (LP)

THE Northwest Regional Educational Laboratory

PROGRAM REPORT

ED357914

INDIAN EDUCATION SUMMER INSTITUTES

and

INDIAN EDUCATION SCHOOL IMPROVEMENT PROGRAMS

Evaluation Report

William G. Savard
Educational Planning and Evaluation

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

December 15, 1992

Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204

RC 019143

Sponsored by OERI Office of Educational Research and Improvement U.S. Department of Education

This publication is based on work sponsored wholly, or in part, by the Office of Educational Research and Improvement (OERI), Department of Education, under Contract Number RP91002001. The content of this publication does not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government.

INDIAN EDUCATION SUMMER INSTITUTES

and

INDIAN EDUCATION SCHOOL IMPROVEMENT PROGRAMS

Evaluation Report

William G. Savard
Educational Planning and Evaluation

December 15, 1992

Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500
Portland, Oregon 97204

Table of Contents

Page

Introduction 1

Indian Education Summer Institutes 1

Description of Institutes 1

Methodology and Sample Selection 2

Findings, Telephone Interviews 3

Indian Education School Improvement Programs 14

Description of the School Improvement Programs 14

Methodology and Sample Selection 15

Findings, Telephone Interviews 15

Findings, Site Visits 25

Conclusions 28

Summer Institutes 28

School Improvement Programs 29

Recommendations 30

Appendix

INTRODUCTION

This evaluation report focuses on two of the most important aspects of the Northwest Regional Educational Laboratory (NWREL) Indian Education Program; (1) the Indian Education Summer Institutes which have been held at various locations in the Northwest since 1988 and are attended by large numbers of individuals, and (2) the Indian Education Schools Improvement Programs which have been conducted at many school sites in the Northwest and which involve the total staff of each participating school. The purpose of this evaluation is to assess the client satisfaction and impact of these two programs on the participants and the schools in which they work. Another purpose is to determine if there was any wider impact--in the sense of the participants influencing other educators through training or affecting educational policy and practice.

This report is organized into two major sections, the first dealing with the Summer Institutes and the second dealing with the School Improvement Programs. In the findings subsections of each of the major sections the data are organized around the questions of the interview protocols. The Summer Institutes and the School Improvement Programs have closely related goals and hence the questions asked of each are similar. First the question is stated, then a pie chart summarizing responses is displayed. The pie chart is followed by a brief discussion of the findings related to that particular question. Finally there is a listing of all the responses to the question, separated into positive and negative responses and unsolicited comments. The data and discussion for the two site visits that were conducted in connection with the School Improvement programs follow the section which reports on the telephone interviews. The conclusions and recommendations are at the end of the report, again divided into subsections for the Summer Institutes and the School Improvement Programs.

INDIAN EDUCATION SUMMER INSTITUTES

Description of the Institutes:

Seven summer institutes were conducted in the years 1988 to 1991 at various locations in Washington and Montana. As shown in the following table a total of 329 persons attended and the size of the institutes ranged from 38 to 53. The Institutes were each a week long, from Sunday afternoon through Friday. Daily schedules ran from 8:30 in the morning to at least 5:30, and often until 10:00 in the evening. All of the Institute sites were institutions of higher learning which provided dormitory facilities. There was a mixture of lectures, activities, demonstrations, discussions, social events, and

consultations. No two Institutes were exactly alike but basic content was similar for each. Likewise, many of the presenters were at most of the Institutes. Thus there was a substantial amount of commonalty among the Institutes. Topical schedules for two of the Institutes are included in the appendix and are typical of all of them. A few examples of topics addressed by presenters are as follows: Historical Perspectives on Indian Education, Integrating Current Indian Issues into Social Studies, Symbols, Masks, and Totems, Changing Student Behavior, Academic Language Proficiency for Excellence, Family Math, Using Appropriate Classroom Management Techniques, Collecting, Evaluating, and Incorporating Indian Materials into the Curriculum, and Perspectives of Indian Student Self Esteem.

Indian Education Summer Institutes

Year	State	Location	No. of Participants
1988	Washington	Gonzaga University	43
1989	Washington	Gonzaga University	38
1989	Montana	Great Falls Vo-Tech Center	56
1990	Washington	Gonzaga University	40
1990	Montana	Eastern Montana College	53
1991	Washington	Gonzaga University	46
1991	Montana	Salish Kootenai College	53
		Total	329

Methodology and sample selection for Indian Education Summer Institute evaluation:

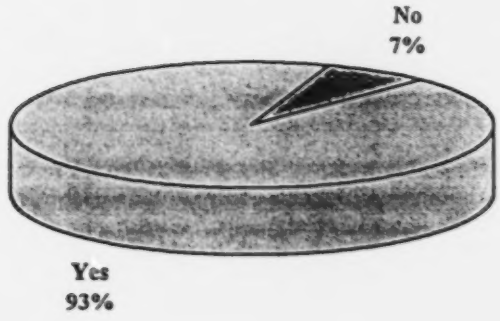
After a random start for each year and each location, a systematic sample of every eighth name on the participant roster was selected. This yielded 38 cases or a sample of approximately 12 percent. Neither telephone numbers nor recent addresses could be found for seven of the 38 cases. This left 31 cases. A letter and protocol (copies of which are included in the appendix) were drafted by staff of the Indian Education Program, the Evaluation and Assessment Program, and this evaluator and sent to each person on the sample list of 31 cases for whom addresses and phone numbers could be found. The letter was signed jointly by the Directors of the NWREL Evaluation and Assessment and Indian Education Programs. The letter described the purpose of the evaluation, introduced the evaluator, and indicated that he would be phoning them to ask about the items on the sample protocol. They were also urged to raise questions or make comments about any relevant topics not included on the protocol. Shortly after the letters were sent out the evaluator began phoning members of the sample. Because some of the Institutes had been held as long ago as 1988 and some respondents had moved, repeated attempts were required to make contact. Telephone contact was made with 28, which is 90 percent of the 31, or 74 percent of the original sample of 38. The telephone interview was conducted by using the protocol but additional commentary was encouraged.

FINDINGS: SUMMER INSTITUTES

Questions and responses:

1. **Did the summer institute make any difference in how you teach or provide services to Native American children?**

N = 28



Twenty-six of the 28 respondents indicated that attending the summer institutes did make a difference in how they taught or provided services to Native American children. One of the two negative responses was qualified by a statement that the respondent already agreed with what the Institute was proposing and hence there was no need to change. A few of the respondents said that the institutes reinforced ideas they already had about Native American education and gave them more materials and techniques to use. Many mentioned learning about cultural aspects which affected the way they taught. The actual responses follow:

Positive responses: Total 26.

- Yes, especially when working with teenagers. The Institute was very helpful. Most of the information was very useful--I have recommended the Institute to several of my friends.

- Yes, it did make a difference--it was a very good conference. I was doing some of the things they were advocating but I learned a lot more. It's a good program--the district should send all the teachers.

- Just being with the other Native American teachers was helpful to me. I learned from them as well as from the speakers. But it is hard to put ideas into practice when you get resistance from the teachers in your home school.

- It was the first time I had been with other teachers who taught Native American children. It helped to know that the others were struggling with the same problems. I learned a lot about ethnic differences and teaching at-risk children.

- I learned to be more aware of Native American culture. Now I do more group activities and oral presentations. I had taught 14 years on the reservation but I learned a lot of new things about Native American culture. It was a good institute.

- Yes, I use the manual quite a bit. I try to integrate Native American culture into the whole curriculum.

- It helped to relate cultural traits to learning styles. I continue to have contact with the people who were presenters at the Institute. (Teaches at the university level.)

- Yes--sometimes. There was good information on self esteem.

- I'm an elementary librarian and the Institute has affected my book buying. I also put on special events on Native American cultures. I also introduced cooperative learning to my school and it has worked quite well.

- Yes. It was the best training I ever went to and I have incorporated it into my teaching.

- Yes, the ideas for teaching and classroom management were very important.

- Yes. I'm a speech pathologist and the workshop was very helpful to me in understanding how to work with the Native American children.

- Yes, it was very helpful. I'm native and I teach Native American culture.

- Yes. It got me started on cooperative learning and it also started me looking into the cultural backgrounds of the children.

- Yes. Even though there are very few Native American children in our school I now understand them better.

- It certainly does! I moved to a school with 35 percent Native American students and it helped me understand their culture.

- It did indeed help. It gave me a good perspective on Native American children. It was very helpful in matters of class management--and to understand behavior.

- Yes. I now use more hands-on methods and I have a better understanding of Native American cultures.

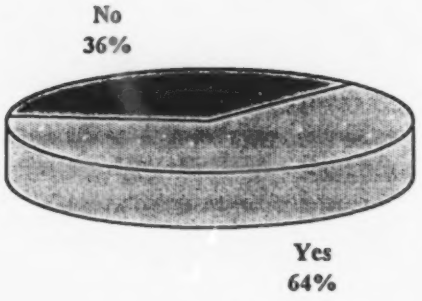
- Yes, I became more aware of effective strategies to use.
- I developed a unit on Native American history that is now used throughout the school.
- It gave me more insight into the habits of the Native American students and how to reach them.
- Yes, it did give me more insight, but it also reinforced what I already knew about Native American culture.
- It reaffirmed what I was already doing. I had been working on the reservation for 14 years.
- Yes, it reinforced my existing knowledge. I was born and raised on the reservation.
- Yes--to the extent that it reinforced my existing practice.
- Yes. I have tried to provide before and after school tutoring services but the Native American students do not come--they don't take advantage of the free transportation that is provided. (However, the program works great with the white children.)

Negative responses: Total 2.

- No--I already agreed with what they were proposing.
- No.

2. **Since participating in the Summer Institute have you trained any other persons, either formally or informally, in the content of the institute?**

N = 28



Eighteen of the 28 respondents said that they had provided training in the content of the Institutes to others. Seven of the eighteen had provided formal training such as in-service workshops for teachers in their schools or districts or university courses. The other 11 provided informal training such as sharing and discussing the Institute materials with other teachers. Three of the respondents said they had not provided training to others but that it was not necessary because the entire faculty of their schools had attended. The actual responses were as follows:

Positive responses: Total 18.

- Yes, formally. I provide the orientation to the new teachers. I have also made three presentations to teachers in public schools who have Native American students.
- Yes, formally. I have included the materials in a seminar that I teach every semester at the University.
- Yes, formally. I do in-service programs for my school. I also do outreach activities in the community--and I teach courses at the University.
- Yes, formally. I made a presentation to the entire faculty. Also I am a member of an NEA Leadership Cadre and I made a presentation to them.
- Yes, formally. I gave a training session to all the Indian Education tutors in the district.
- Yes, formally. I provided training for the whole math department.

- Yes, informally. I shared information with the other teachers in the school. I'm a white teacher with a Native American wife so the information on culture was particularly interesting.

- Yes, informally. I passed on materials to the other seventh grade teachers in my school.

- Yes, informally. I passed on information to two other teachers in a related summer program. I have also passed on the information to two public school teachers.

- Yes, informally. I shared the materials in the big notebook with other teachers in my school--especially those who were new to the school.

- Yes, informally--I passed on the material to other teachers in my school.

- Yes, informally. I sent other teachers to the institute--it's a good program--it's good for all teachers, not just Native American teachers.

- Yes, informally as a mentor teacher.

- Yes, informally. I have shared the materials from the Institute with the other teachers in my own school.

- Yes, informally. I coached a social studies teacher who was developing a curriculum that was to be culturally sensitive.

- Yes, informally. I have share the materials and activities with other teachers in my school and have also included them in parenting classes for Native American students.

- Yes, informally. I have introduced two other teachers to the methods.

- Yes, informally. I have shared the materials and ideas with other teachers.

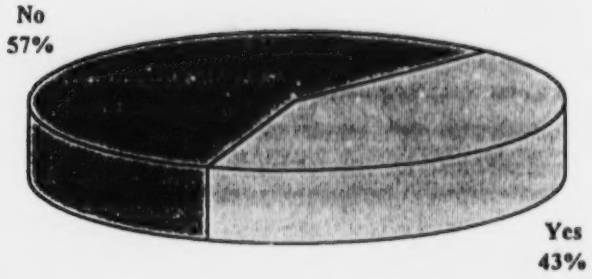
Negative responses: Total 10.

- Three respondents said that all of the teachers in their school had attended and it was therefore unnecessary to provide training to them.

- Seven respondents replied *no* without explanation.

3. **Since participating in the Summer Institute have you had an opportunity to influence instructional practice or policy as it affects Native American children?**

N = 28



Twelve of the 28 respondents indicated that they had at some time since the Institute, an opportunity to influence instructional practice or policy as it affects Native American children. These opportunities included presentations to school boards and commissions, work on curriculum committees, and establishing services new to their schools. A list of the actual responses follows.

Positive responses: Total 12.

- Yes. I worked on a whole new curriculum for our school. We are using it now.
- Yes--I made a presentation to the whole school faculty.
- Yes. I made a presentation to the University faculty. I also made a presentation to the state Professional Standards Commission.
- Yes, I made a presentation to other teachers in my school--also made a presentation to the Headstart staff on "Family Math."
- Yes, I have established a Multicultural Resource Center for the district.
- Yes. I conducted a six hour workshop for 85 teachers in the district.
- Yes, I got the hours of the Indian Education tutor increased.

- Yes. I developed an Indian Education program for the junior high. I also brought in several (one per month) Native American speakers who spoke to all students, not just Native American students, about Native American culture.

- Yes. I obtained counseling services for the Native American high school students. I also set up cultural programs for the elementary students. I'm also the teacher representative for parent education.

- Yes. I presented a cultural day at school for both teachers and administrators. I also act as the informal coordinator for Native American matters.

- Yes--I did make a presentation to the schools curriculum committee and they did agree to start a before and after schools tutoring program--but the Native America students are not responding, even though we provide free transportation.

- Yes, I have made presentations to the faculty about Native American education.

Negative responses: Total 16.

- No, it was not necessary. The whole district is pretty much committed to the ideas being promoted by the Institute.

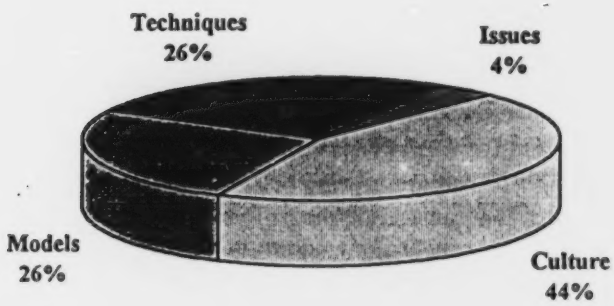
- No. I have tried to talk and explain at faculty meetings but nobody wants to listen. My principal should go to the Institute.

- No--I'm just a substitute teacher.

- Thirteen respondents said *no* without further explanation.

4. **In retrospect, what aspects of the Summer Institute were the most important to you and the way you teach or provide services to Native American children?**

N = 27



Twenty-seven of the 28 respondents were able to identify an aspect of the Institute that was most important to them. Twelve (44 percent) of them said that learning about Native American cultures and how to modify their teaching to make it more culturally sensitive was the most important aspect. Seven (26 percent) said having Native American presenters and participants provided important models for them. Another seven (26 percent) said the techniques they learned, such as classroom management, was the most important aspect of the Institute. One person (4 percent) felt that the raising of Native American issues was the most important aspect. The actual responses follow:

- I learned some new ideas on who Indian kids are--and how they are different from other kids--and how to better work with them. The Institute was excellent. We send teachers every summer.

- The most important part was the integrating Native American culture into all subjects--especially social studies and science.

- It was important that Native Americans were the faculty of the Institute--speaking for themselves--and sharing their perspective.

- The self esteem building session was most important. Also learning about Native American culture.

- The most important thing was development of cultural awareness--learning that Native American cultures are alive and well--that needs to be understood.

- Just being with excellent educators who have unusually fine ideas. Also the section on masks, and the one on science, were excellent.

- Learning about Native American culture was most important. I have integrated those materials into our curriculum.

- The social contact with the other participants was most important.

- The most important aspect was the focus on real problems of Native American students.

- The interaction between different peoples, white and Native Americans, was most important. We had good instructors.

- Hearing from the Native American speakers was important. Also--I really enjoyed the section on Native American art.

- The most important part was the total immersion in cultural aspects--including other persons attending. It helped to provide a broad view of what Indian education should be.

- The main thing was the idea of being open with your students and really sharing your thoughts with the kids.

- The left brain-right brain activities were very interesting--I've tried them with my class. The whole Institute was excellent. I would like to go back.

- The whole institute was really interesting.

- The Native American speakers were very impressive--they made good models. It's really hard for a Native American to get ahead.

- What was most impressive was when the Native American students came in to make their presentation.

- The actual hands-on activities were very helpful.

- The most important thing was getting a general understanding of the cultural dilemmas faced by Native Americans--also the impact of the alcohol problem.

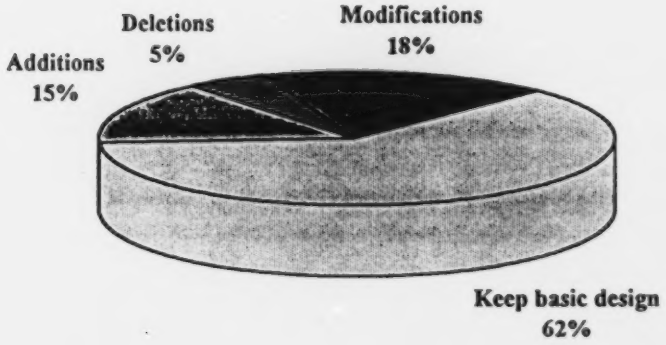
- Getting a better understanding of Native American cultures--I've learned to accommodate differences.

- Learning about Native American cultures--particularly matters of self esteem.

- Learning about classroom management from Floy Pepper was very important to me.
- The classroom management ideas were good and practical. They would apply to any kids, not just Native Americans.
- The presentation by Floy Pepper made a great impression on me. It represented Native American culture and humanity in general.
- The most important thing was learning about Native American culture and its impact on how children learn and how we should teach them.
- Learning about Native American culture was the most important part. I'm a Native American but did not learn my culture as a child. It gave me a chance to learn something about my own culture.
- The activities were very good. I'm a kindergarten teacher.
- It raised my awareness--even though I have lived on a reservation for twelve years--that there are many different Native American cultures.

5. **If you were in charge of planning the Summer Institutes for the future what would you add, delete, or change?**

N = 39



Twenty-four persons indicated that they would leave the design of the Institute essentially the way it was but in some cases also suggested minor additions, deletions, or changes. Six of these suggested additions, two suggested deletions, and seven suggested minor

modifications. Because some respondents offered more than one type of suggestion the numbers total more than 28, which was the number of respondents. In addition to the suggested changes four persons made unsolicited comments. They generally indicated great satisfaction with the institutes and a desire to attend again in the future. The list of actual responses follows:

Suggested additions were:

- More small group sessions and chances for one-to-one consultation.
- More techniques on how to involve the whole community.
- More hands-on activities that teachers could use directly.
- More activities on the first day.
- More sections on Native American art.
- More follow-up after the Institute is over.

Suggested deletions were:

- The two Native American presenters who were racist.
- The presentation by the elders of the Kootani tribe. It was much too negative after a week of positive experiences.

The suggested modifications were:

- Explain the printed materials as they are being handed out.
- Some of the presentations were too long.
- Have more activities for the lower grade levels. Mention Fort Peck reservation.
- Break into sections by grade level. Some of the high school presentations did not apply to the elementary level.
- This program should also be run in another version that would focus on specific tribes.
- Reduce the number of long lectures.
- There were too many breaks and gimmicks like door prizes are really not necessary.

Five respondents made unsolicited comments:

- Its a great program.
- I would like to go again.
- Make sure the presenters experiences match those of the audience. There were not enough presenters with experience in the lower grades. Some of us could not relate to the secondary school examples and anecdotes.
- Up until the time I went to the Institute I was never able to keep the Native American students in my class even though I'm a Native American. They would always go back to the reservation. Now they are staying for the whole year in my class here in town.
- It was a very valuable experience. The Institute should be promoted throughout the district.

THE INDIAN EDUCATION SCHOOL IMPROVEMENT PROGRAMS

Description of the School Improvement Programs:

The Indian Education School Improvement Programs all followed a common general plan that was modified to fit the specific circumstances of each school. The programs typically lasted seven or eight months beginning in the late fall and ending in May. A consultant from the NWREL Indian Education program made monthly or more frequent visits to the school to work with the entire staff under the direction of the principal. The NWREL consultant was generally assisted by the Director of the NWREL Indian Education Program who would make occasional site visits. There were also occasional follow-up site visits the year after the conclusion of the program.

The purpose of these monthly consultations was to provide training and develop a local capacity to engage in a process of learning about and solving problems related to Native American education. The content or subject matter was much like that of the Summer Institutes but the focus was on engaging the whole staff in learning and initiating a school-wide process. Great emphasis was placed on the diagnosis of school-wide problems, establishing priorities, and developing and initiating action plans that could be achieved within the school year. The consultant also provided the school with sets of materials and instruments that could be used toward these ends. The overall goals of the school improvement programs included improved student attitudes and behaviors, improved staff relationships, better communication and cooperation, improved community relationships and parent participation, greater knowledge and awareness of Native American cultures, and improved self esteem and pride in school and community.

Methodology and sample selection for the School Improvement Programs:

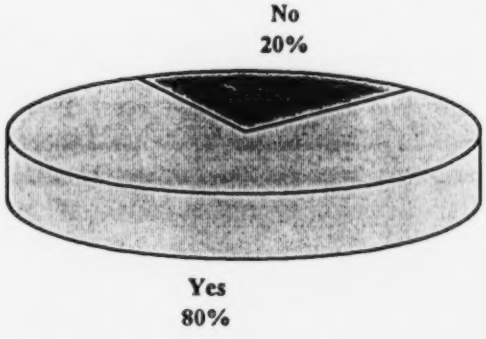
Twenty-nine schools participated in the Indian Education School Improvement program in the years from 1987 to 1991. Of these, ten (or approximately 34 percent) were randomly selected for query. The query was conducted by use of a combination mailed protocol and telephone interview. An introductory letter and protocol were jointly drafted by staff of the Indian Education and Evaluation and Assessment Programs and this evaluator and mailed to each site contact person, who was usually the principal. The letter indicated that some one would be phoning them to ask about and discuss the items listed on the protocol but that they were urged to bring up any related questions or issues they thought were relevant. Contact was made and responses were received from all ten in the sample. The results are presented in the following section.

FINDINGS: SCHOOL IMPROVEMENT PROGRAMS

Questions and responses:

1. **Did the Indian Education School Improvement program make any difference in how you teach or provide services to Native American children?**

N = 10



There were eight positive responses and two negative responses to this question. The changes that resulted from participation in the Indian Education School Improvement Program included; a new and better process for working with parents, changes in school organization, heightened awareness of cultural factors which influence teaching methods, higher expectations for Native American students, improved staff relationships, and the development of a team spirit. One of the two negative responses indicated that the program did not make any difference because they were already operating in the general manner being advocated by the program. The actual responses were as follows:

Positive responses: Total 8.

- Yes. It resulted in a whole new process for working with parents. It also made us realize how the family and school are connected.

- Yes. It made a tremendous difference--a very positive improvement. It changed the way we organize for instruction and guidance.

- Yes. The teachers became more aware of cultural differences, priorities, and values of our Native American people. The teachers also became more realistic in their expectations.

- Yes, generally, but nothing specific that I can think of.

- Yes, we developed an understanding of how non-Native American teachers can be effective in working with Native American children.

- Yes, the teachers developed an appreciation of Native American humor. They also learned new classroom strategies, for example, cooperative learning. We also learned a lot from the profiling process and information from effective schools research.

- Yes, it raised staff expectations for the performance of Native American children--who comprise one third of our school population. The process began a marked change in the total attitude of the staff--for the better.

- Yes, it helped us to work as a team. We also learned how to work better with the community. In general it improved our communication skills. It also made us more aware of local Native American issues, for example, alcoholism and the parents' general fear of the school.

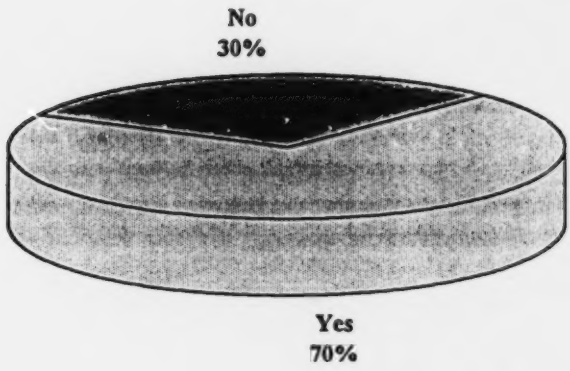
Negative responses: Total 2.

- No, because we had already adopted many of the things that were being advocated.

- No, the staff was not receptive to the program--they felt it took too much time and were not generally sold on the process.

2. **Since participating in the Indian Education School Improvement program have you trained any other persons, either formally or informally, in the content of the program ?**

N = 10



Seven of the respondents said that they had provided some sort of training on the content of the program. Only one engaged in a formal training effort. That consisted of the development of an Indian Studies program and the conducting of workshops for teachers throughout the district. The other respondents provided informal training, generally to the staff of their own school in the form of sharing and discussing materials. One of the negative responses was qualified with a statement the he expected to provide training in the near future. The actual responses follow:

Positive responses: Total 7.

- Yes, formally through the Indian Studies Program that has been adopted by our school. I also conduct workshops for teachers throughout the district and use materials and ideas from the program.

- Yes, informally. I have introduced the process to the teachers in two schools where I have been principal since participating in the program. The best part is that the teachers at this school are now using the process without my prompting them.

- Yes, informally. I still use the materials from the program with the teachers in this school.

- Yes, I informally pass on the parent involvement process to all our new staff members.

- Yes, but only informally--I use the materials in our orientation program for new teachers.

- Yes, informally. I distribute copies of the materials to all of our new staff members.

- Yes--informally. I have shared some of the materials, especially the effective schools items, with teachers in the neighboring district.

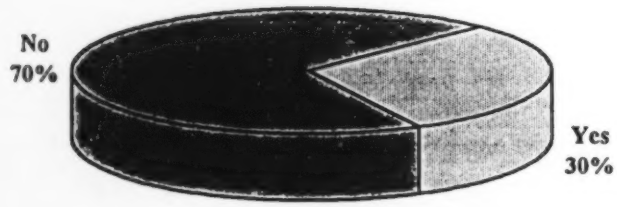
Negative responses: Total 3.

- No, but I expect to do so in the near future when I will be conducting a district-wide in-service.

- Two respondents answered *no* without further explanation.

3. **Did the Indian Education School Improvement program make any difference in how your school organized to provide instruction and services to Native American children?**

N = 10



Only three respondents said that the instructional organization of their school changed as a result of participating in the Indian Education School Improvement Program. In one school they adopted a faculty-based management plan and the faculty in turn re-organized the school into broad grade level groups. Two other schools also moved to ungraded groups within broad age ranges but they did not elaborate on how they did it. A list of the actual responses follows.

Positive responses: Total 3.

- Yes. We moved to a faculty-based management system that works really well. We have 630 children and 40 teachers. They set up three grade level groupings with two teacher teams at each level. Each team has control over curriculum and instruction within broad guidelines.

- Yes, we adopted ungraded groups within broad grade levels.

- Yes--we now have ungraded social studies, reading, language arts, and mathematics in the middle school. We also adopted cooperative learning but that didn't involve changing organization as much as adopting new teaching techniques.

Negative responses: Total 7.

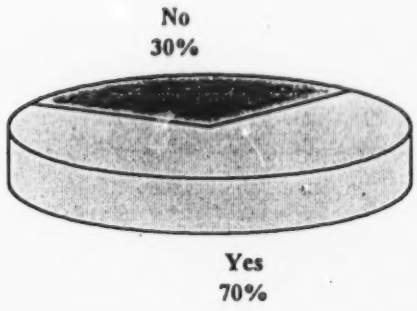
- No. We didn't need to.

- No. This is a small school and the teachers didn't want to change.

- Five respondents answered *no* and did not elaborate.

4. **Did the Indian Education School Improvement program make any difference in how the school staff members relate to each other?**

N = 10



Seven of the ten respondents indicated that staff relationships in their schools had changed for the better. They frequently cited developing a team spirit, better communication, and increased enthusiasm as improvements. A list of the actual responses follows:

Positive responses: Total 7.

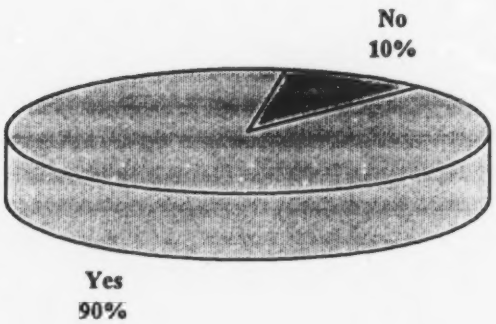
- Yes, the faculty now works much more closely together. They generally get along better and communicate more.
- Yes. There has been a gradual steady change toward better communication and awareness of all cultures.
- Yes, Indian humor is appreciated more.
- Yes. This was a major change. The staff works together better--especially on matters of community relations.
- Yes. The program fostered a sense of enthusiasm among the staff.
- Yes, there is better communication among teachers.
- Yes, there is better communication between the Native American teachers and the other teachers. They seem to appreciate each other more.

Negative responses: Total 3.

- No. This is a small, old staff, and they do not get along well with each other. I'd like to fire them all and get all new teachers.
- Two respondents answered *no* and did not elaborate.

5. **Since participating in the Indian Education School Improvement program have you had an opportunity to influence instructional practice or policy as it affects Native American children?**

N = 10



Nine of the respondents said that they had an opportunity to influence instructional practice or policy for Native American children. These opportunities included presentations to boards of education and other policy making groups, and presentations to conferences to professional educators. The actual responses follow.

Positive responses: Total 9.

- Yes, I am now in the district office in charge of professional development.
- Yes. I made a presentation to our school board which then approved the proposed organizational changes for our school. I also served on a panel at a conference sponsored by the NWREL in Portland. The conference was on minority education. I spoke on curriculum and instruction for Native American children.
- Yes, I'm also on the Tribal Council and have made presentations there. This has resulted in more community involvement with the schools. We are also developing a better image among all of the other schools in the county.
- Yes. I made a presentation to the school board and recommended several changes in the curriculum and instructional program. They were approved and we are now in the process of implementing them.
- Yes, I'm now participating in developing a tribe-specific curriculum for our school. I have also made presentations to our tribal council and the school board.

- Yes. I made a presentation to our curriculum committee and to our school board. Also--I have just been appointed assistant principal so I think I will have more influence on instructional practice.

- Yes. At the completion of the School Improvement Program I participated in a presentation to the school board. I think the ideas were generally accepted.

- Yes. In 1990 I made a presentation on Native American education at the national Middle School Conference in Long Beach, California.

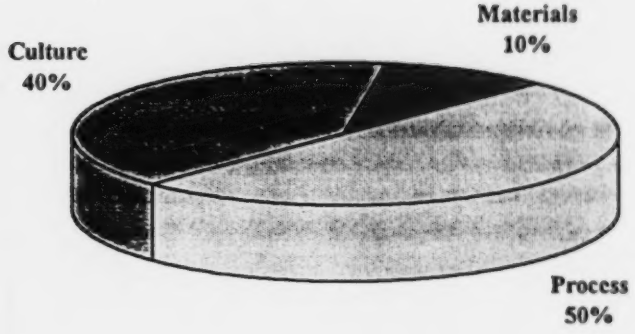
- Yes, I made a presentation to the district Indian Education Task Force. I am also now working to get Indian Education related to our textbook adoption process.

- Negative responses: Total 1.

One respondent answered *no* and did not elaborate.

6. **In retrospect, what aspects of the Indian Education School Improvement program were the most important to you and the way you teach or provide services to Native American children? Please explain or give examples.**

N = 10



All ten respondents were able to cite examples of aspects of the Indian Education School Improvement Program that were most important to them. Five of the respondents said that the general process by which the program was conducted was the most important aspect. Four cited the cultural aspects, and one indicated that the materials provided were most important. The actual responses follow:

- The most important thing was getting the teachers started on discussing what they could actually accomplish in the foreseeable future.

- The program made the very important point that Native American children can learn and that a teacher can really make a difference in their lives.

- The most important thing was the process of setting goals and setting up action plans that could be accomplished in four or five months, solving the problems, and then going on to the next set. I have used the process in two schools and it has worked in both. At this school we have 30 percent Native Americans but ten different tribes are represented. We had poor attendance, poor discipline, and much fighting. All of these items have improved. The analysis process revealed that the students did not like the teachers and they perceived that the teachers did not like them or care about them. The first question that the faculty addressed was: "How are we going to make the children understand that we really do care about them?" That provided the breakthrough we needed.

- Having everyone key in on a single or limited set of goals was very important. It gave them a sense of accomplishment when they were successful and then they were willing to go on to others. The first goal we addressed was trying to improve school climate and student attitude. We were successful. We still give the student attitude survey every spring.

- We have 99 percent Native American children and about two thirds of out teachers are Native American. The most important thing was getting the staff to work more effectively with the parents and the grandparents.

- The general process was the most important thing. It is very good and I still try to use it, but it is difficult to break down barriers with some staff members.

- The process of dealing with the whole child and parents in combination was the most important thing.

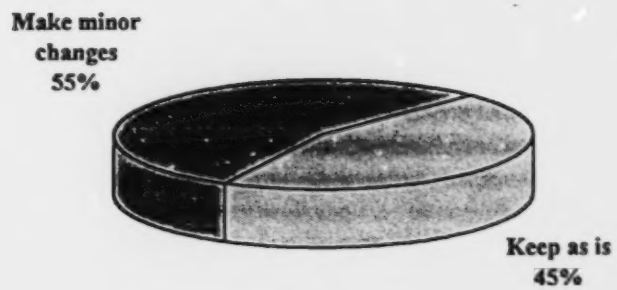
- The materials that were passed out were most useful.

- The most important thing was getting the faculty to be aware of the realities of the children's lives and the differences in motivational factors.

- Becoming aware that our local tribal culture was the most important thing.

7. **If you were in charge of planning the Indian Education School Improvement programs for the future what would you add, delete, or change?**

N = 16



All ten respondents suggested keeping the program design essentially as it is. However, six respondents also suggested minor additions to the program. No one suggested deletions or modifications to the program. Because of overlapping the total number of responses is more than ten, which is the number of respondents. In addition, five respondents made other unsolicited comments.

The suggested additions were as follows:

- Add more instruments that would measure progress on the goals that are chosen.
- Add more materials on urban Indians.
- Add materials on how technology will affect us Native Americans.
- Add even more follow-up.
- I would add more small group activities and more hands-on methods--instead of just telling us how to do it.
- Add more dynamic speakers.

Five respondents said that they would leave the program pretty much the way it was.

Four of the respondents made additional unsolicited comments. They were as follows:

- I would emphasize the materials on cultural differences. The program was good and the follow-up was excellent.

- The program was very well received by the staff. The fact that there was follow-up over the years showed the staff that the NWREL Indian Education Program was really committed to helping.

- I would advise other schools to get into the program. It is really good. The problem here is that the administration in this school has changed and the program has been put on the shelf. If I become an administrator here I will put it back into action.

- The continuing relationship with NWREL has been very good.

SITE VISITS:

Site visits were conducted at two of the locations where the Indian Education School Improvement Programs have been conducted. These were the Muckleshoot Tribal School near Auburn, Washington and Siletz Elementary School in Siletz, Oregon. The purpose of the site visits was to expand upon the information gained in the telephone interviews and provide examples of the contexts the programs operate in. The findings from these on-site visits and interviews are presented below.

Muckleshoot Tribal School

The Muckleshoot Tribal School is located in a rural area on the Muckleshoot Reservation near Auburn, Washington. It serves students grades K-4. When students leave the tribal school they enter nearby public schools at the fifth grade level.

The local economy is mixed agricultural, mostly small farms and wood lots, with some employment in logging in the nearby Cascades. Suburban encroachment emanating from the nearby Seattle-Tacoma Airport is beginning to be felt. Many of the families who patronize the Tribal School are receiving public assistance payments. Some are employed in tribal enterprises--including a substantial Bingo operation.

The Muckleshoot Tribal School participated in the Indian Education School Improvement Program in school year 1990-91 for a period of approximately seven months. The contact person for the Tribal School was the principal. There was a change due to illness, of NWREL consultants during the program. The principal reported that the second NWREL consultant was much more effective than the first.

The principal reported that the program was very helpful in developing a sense of teamwork on the part of the school staff even though there was an intense conflict between two members. The program was also very helpful in developing techniques for working with parents and the community generally and better communication has resulted. Because of the program the Tribal School staff are now much more aware of Native American cultures and are now engaged in an ongoing study of Muckleshoot language and culture including dance. The staff also learned more about local Native American issues, the problem of alcoholism, and the deep fear of schools held by many Native American parents. The principal and staff still work on these problems at every opportunity.

While the principal has not had the opportunity to conduct formal training on any of the aspects of the content of the seven month Indian Education School Improvement Program she does use the materials in informal orientations with all new staff members. The small size of the school does not justify a formal effort.

There have been no instructional reorganizations of the Tribal School since the program. The school was already a K-4 organization with blurred grade level divisions and was generally in harmony with the organizational approaches being advocated by the program.

As a result of the Indian Education School Improvement Program the school embarked upon a curriculum revision effort which is still going on. The curriculum is highly specific to the Muckleshoot culture. Presentations on the new curriculum design have been made by the principal to the School Board and the Tribal Council and permission has been granted to proceed. Another presentation relating to the curriculum was made to a church in nearby Kent. As a result the church has donated a computer which will be used to help teach the Muckleshoot language.

In retrospect the principal felt that the most important aspect of the Indian Education School Improvement Program was making the staff aware of the importance of Muckleshoot culture as the cornerstone of the new curriculum they were planning. The principal also felt the design of the program was good and did not require any changes.

Siletz Elementary School:

Siletz Elementary is a K-8 school in the small town of Siletz in the Coast Range of Oregon. The town's economy is based largely on timber and fishing, but both of these industries have been facing severe economic difficulties for several years. Approximately 30 percent of the students at Siletz Elementary are Native Americans, mostly members of the restored Siletz tribe. The Siletz had given up their tribal status for several years--with many negative economic and social results--but in the recent years since restoration they have been making a comeback. They are today still facing many economic uncertainties in Siletz but the school has been making major contributions to the resolution of social problems stemming from inadequate and inappropriate educational practices in the past. The administrative leadership of the school, its board, the community generally, and the

tribal leadership particularly have made important contributions toward these positive changes. There was also a contribution made by the Indian Education School Improvement Program sponsored by the Northwest Regional Educational Laboratory's (NWREL) Indian Education Program.

Siletz Elementary School participated in the Indian Education School Improvement Program in school year 1986-87. Formal activities began in September of 1986 and ended in February of 1987, but informal activities and follow-up continue to this day.

Formal activities consisted of training and leadership development sessions conducted by a representative of the NWREL Indian Education Program who visited Siletz monthly in order to help the school faculty, under the direction of its principal, implement a process for improving the school. There were also other less frequent site visits by the director of the NWREL Indian Education Program.

The improvement process was based upon a model developed by the NWREL Indian Education Program. This model also has been implemented in several other schools. The model incorporates much that has been learned through educational research on effective schools generally but special attention has been given to research on the education of Native American children. A major feature of the process is the attempt to develop the capacity of the local school staff to identify and successfully deal with problems of Native American children. There is a strong emphasis upon Native American cultures and issues and how these impinge upon the school, personal, and social success of Indian children. There is also a strong emphasis upon community relationships between Native Americans and others. In the case of Siletz this was aided by the fact of the principal of the school being a member of the Siletz tribe and an important leader in the tribal council.

Another of the important feature of the NWREL Indian Education School Improvement Program model is focusing on a limited set of high priority problems, setting goals that can be at least partially accomplished within a school year, and beginning immediate action. In order to do this the faculty developed a school profile, identified strengths and weaknesses of the school, and chose their priorities. The problems they selected to work on were community relations, attitudes of the students, and lack of an academic focus. Running through each of these was feeling by the students that they didn't "own" the schools and that the teachers really didn't care for them.

The faculty decided to focus on improving the school climate and set a goal of improving student attitude toward the school by 20 percent in one semester. They organized into six teams, based upon three broad grade level groupings in order to work on the problem. The hoped for change in student attitude, as measured by the same instrument pre and post, was accomplished. These student attitude surveys are still run in the spring of every school year. Teachers also informally reported other improvements such as a decline in discipline problems and improvements in rates of turning in homework. The leadership of each of these teams emerged naturally as they engaged their problems and it is the observation of the principal that most of the teachers were, and still are, active participants

in the problem solving process. Other changes which have resulted from this process are the introduction of cooperative learning, a reorganization of instruction in grades seven and eight to include ungraded social studies, reading, language arts, and mathematics, and a program for parent and community involvement. The principal also reports that there has been an increase in appreciation by white teachers of a hitherto misunderstood aspect of Siletz culture, humor. He also reports an improvement in the public image of the Siletz Elementary School throughout Lincoln County, where it is located. He attributes this to their community involvement effort and the generally better performance and level of satisfaction of the students.

This process of focusing and acting on short term goals within a broad framework has gradually been absorbed into the general governance structure of the school. Thus, what began as a focused effort directed toward a single priority goal has come to have a very broad and pervasive effect upon the entire school and, perhaps, upon the community in general, including both its Native American and non-Native American parts.

CONCLUSIONS:

Summer Institutes:

1. The Indian Education Summer Institutes have been successful in meeting the expectations and needs of the participants. Almost all of the participants have been satisfied, many are highly enthusiastic.

2. The Institutes probably did make a positive impact on the education of the Native American students under the tutelage of the participants.

3. Participants have passed on ideas, techniques, and materials learned at the Institutes to many other educators. This was usually done informally but there were a few notable formal training efforts.

4. Slightly less than half of the Institute participants have had the opportunity to positively affect instructional practice or policy for Native American students. Generally this applied to their own school district but in some cases presentations were made to state-wide or national audiences.

5. The most salient feature of the Summer Institutes was the emphasis on Native American cultures. Having Native Americans as major speakers and hence role models was also important to many participants. Another important feature was the teaching of practical techniques and instructional methods that are appropriate for Native American children.

6. The basic design of the Summer Institutes is basically sound. Almost all of the participants felt that the design did not need to be changed. However, there were several suggestions for minor modifications.

School Improvement Programs:

1. The Indian Education School Improvement Programs did positively affect the schools where they were conducted. There were a variety of positive effects. These included better community and parent relations, changes in school organization, heightened cultural awareness, raised expectations for Native American students, improved staff relations, and the development of a more cooperative school spirit. The effects were different in each case.

2. The contact persons for the participating schools (usually the principals) have engaged in the training of other educators in the content of the program. This was usually an informal effort in their own school.

3. The programs did not result in the widespread instructional reorganization of schools. The few that did change generally went to ungraded clusters within broad grade level categories.

4. The programs usually resulted in better relationships between staff members. This was often tied to improved communications.

5. Almost all of the respondents have had an opportunity to influence instructional practice or policy. Usually this was a local matter but in some cases presentations were made to state-wide or national groups.

6. The most important aspect of the Indian Education Schools Improvement Program was the problem solving process it taught. Another important aspect was the emphasis on Native American cultures.

7. The basic design of the school improvement program is good. All sample participants liked it. Slightly more than half made suggestions for minor improvements.

General:

The data from the Summer Institutes and the School Improvement Programs are consistent with each other, are generally positive, and suggest that the NWREL Indian Education Program is conceptually well integrated and effective in reaching its goals.

RECOMMENDATIONS:

Continue both the Indian Education Summer Institutes and the Indian Education School Improvement Programs essentially as they are, but consider the following suggestions:

Summer Institutes:

1. Design and pilot test a short follow-up institute for persons who have attended the full institute. The short follow-up institute could be two days in length or could even be one day if held in various locations close to where significant numbers of participants live.

2. Design and pilot test a set of follow-up activities that would include a regular newsletter and systematic phone calls to samples of participants. Most of the persons phoned in this evaluation seemed pleased to discuss what they were doing regarding Native American education. The phone calls could be a major source of content for the newsletter.

3. Carefully review and consider all of the specific suggestions for the Summer Institutes made by participants and listed in this report.

School Improvement Programs:

1. Design and pilot test a set of follow-up activities that would include a regular newsletter and systematic phone calls and occasional but regular site visits to all participants. Most of the persons phoned in this evaluation seemed pleased to discuss what they were doing regarding Native American education and several indicated they would welcome follow-up visits. The newsletter could be the same for both the Summer Institute participants and the school improvement program participants. The follow-up site visits could provide additional content for the newsletter.

2. Carefully review and consider all of the specific suggestions for the school improvement programs made by participants and listed in this report.

Appendix

Sample Summer Institute Topical Schedules

INSTITUTE OF EXCELLENCE IN AMERICAN INDIAN EDUCATION
WEEK-AT-A-GLANCE
June 16-21, 1991

SUNDAY

2:00-5:00 p.m.
Get aquainted, icebreakers
Raymond Reyes

"Will this Ruffle My Feathers?"
Colleen Almojuela,
Robin Butterfield

5:00-6:45 p.m.
Barbeque, Mask Making

6:45-9:00 p.m.
"Symbols, Masks and Totems"
Roger Fernandes

MONDAY

8:30-9:00 a.m.
Welcome Introductions
Dr. Daniel Burke, Dean
School of Education

Overview of Week and Explanation of undergrad and graduate credit, pre-survey and project - "Yes You Have Homework" *Raymond Reyes*

9:00 a.m.-12:15 p.m.
"Historical Perspectives on Indian Education"
Willard Bill

High School Student Panel

"Integrating Current Indian Issues into Social Studies"
Willard Bill

12:15 - 1:30 Lunch

1:30-4:30 p.m.
"Teaching Social Studies Through Reading, Fine Arts, and Cross Cultural Exchanges"
Colleen Almojuela

4:30-5:00 p.m.
Facilitator Team Meeting

Evening
Tour of Native American Cultures Museum

TUESDAY

8:30-8:45 a.m.
Announcements
Colleen Almojuela

8:45 a.m.-12:00 p.m
"Changing Student Behavior"
Joe Coburn

12:00-1:00 p.m. Lunch

1:00-4:00 p.m.
"Culturally Related Academic Needs: Who Are the Plant People"
Bobby Lake

4:00-4:30 p.m.
Facilitators Meeting

4:30-10:00pm
Field Trip - "Walking on Water"
Discussion of Indian Education Resources

WEDNESDAY

8:30-8:45 a.m.
Announcements
Raymond Reyes

8:45 am.-12:00 a.m.
"Little Engines That Can: Building Loco-motivation"
Robin Butterfield

12:00-1:00 p.m. Lunch

1:00-4:00 p.m.
"Academic Language Proficiency for Excellence"
Jerry Brown

4:00 - 4:15 p.m. - Break

4:15-5:00 p.m.
Talking Circle
Comment Cards

5:00-5:30p.m.
Facilitators Meeting

THURSDAY

8:30-8:45 a.m.
Announcements
Robin Butterfield

8:45-11:45 a.m.
"Family Math"
Robin Butterfield

11:45-1:00 Lunch

1:00-2:30 p.m.
"Increasing Self-Esteem"
Floy Pepper

2:30-2:45 p.m. - Break

2:45-5:00 p.m.
"Learning and Teaching Styles" *Jerry Brown*

5:00-5:30 p.m.
Facilitators Meeting

7:30 - 9:00 PM
BANQUET
"Teacher Challenges and Responsibilities"
Murton McCluskey,
Master of Ceremonies

Cultural Entertainment
Clayton Small,
Master of Ceremonies

FRIDAY

8:30-8:45 a.m.
Announcements
Murton McCluskey

8:45-11:45 a.m
"Using Appropriate Management Techniques"
Floy Pepper

11:45-12:45 Lunch

12:45-3:00 p.m.
"Is There an Answer to Your Fortune Cookie"
Raymond Reyes

3:00-3:30 p.m.
Post-survey
Joe Coburn

MONTANA INSTITUTE FOR
EFFECTIVE TEACHING
OF
AMERICAN INDIAN CHILDREN
(June 11-16; 1989)

SUNDAY - June 11

7:00 - 8:30 p.m.
Registration
Sheraton
Pick up materials

All sessions will be at the Vo-Tech except the following:

June 11 - Registration at the Sheraton

June 12 - Get acquainted session at Sheraton

June 13 - Tour of Great Falls (pick up point Vo-Tech)

June 14 - Indian Tacos at Native American Center

June 15 - Barbeque at Gibson Park

MONDAY - June 12

8:00 - 8:15 a.m.
Welcome - Bob Parsley, OPI & Phil Baird, REC II

8:15 - 9:15 a.m.
"Historical Perspectives on Indian Education" - Dr. Willard Bill

9:15 - 9:30 a.m.
Break

9:30 - 10:30 a.m.
"Coburn's Version of Indian Education"-Joe Coburn

10:30 - 11:30 a.m.
"Building Loco - Motivation"
Robin Butterfield

11:30 - 1:00 p.m.
Lunch

1:00 - 2:30 p.m.
"Expressive Language for American Indian Children: A Classroom Approach" - Mick Fedullo

2:30 - 2:45 p.m.
Break

2:45 - 4:15 p.m.
"Teacher Challenges and Responsibilities/American Indian Resource Materials" - Dr. Hurton McCluskey

4:15 - 4:30 p.m.
Comment Cards

7:00 - 9:00 p.m.
Get Acquainted Session
Sheraton

TUESDAY - June 13

8:30 - 8:45 a.m.
Announcements
Bob Parsley & Phil Baird

8:45 - 10:15 a.m.
"Academic Language Proficiency for Excellence"
Jerry Brown

10:15 - 10:30 a.m.
Break

10:30 - 12:00 noon
"Classroom Interactions" - Robin Butterfield

12:00 - 1:00 p.m.
Lunch

1:00 - 2:15 p.m.
"Integrating Indian Culture Into The Reading & Language Arts Curriculum" - Joe Coburn

2:15 - 2:30 p.m.
Break

2:30 - 3:45 p.m.
"Integrating Indian Culture Into The Social Studies" - Dr. Willard Bill

3:45 - 4:00 p.m.
Comment Cards

6:30 - 8:00 p.m.
Tour of Great Falls

WEDNESDAY -June 14

8:15 - 8:30 a.m.
Announcements
Bob Parsley & Phil Baird

8:30 - 10:00 a.m.
"Using Appropriate Management Techniques"
Floy Pepper

10:00 - 10:15 a.m.
Break

10:15 - 11:45 a.m.
"Integrating Indian Culture Into Math"
Juanita Sloss Jackson

11:45 - 1:00 p.m.
Lunch - Indian Tacos
Native American Center

1:00 - 2:30 p.m.
"Integrating Indian Culture Into Science"
Debbie Richau

2:30 - 2:45 p.m.
Break

2:45 - 4:00 p.m.
"Other Measurable Indicators of Teacher Effectiveness" - Scott Butterfield

4:00 - 4:15 p.m.
Comment Cards

6:00 - 7:00 p.m.
"More Than Bows & Arrows"

7:00 - 8:30 p.m.
"Managing Stress In The Classroom" - Dr. Bill Taylor

THURSDAY - June 15

8:30 - 8:45 a.m.
Announcements - Hurt McCluskey & Phil Baird

8:45 - 10:00 a.m.
"Does The Test Test?"
Dr. Steve Nelson

10:00 - 10:15 a.m.
Break

10:15 - 11:45 a.m.
"Teaching Social Studies Through Reading, Fine Arts and Cross Cultural Exchanges" - Colleen Almojuela

11:45 - 1:00 p.m.
Lunch

1:00 - 2:20 p.m.
"Cycles Of Prejudice"
Roger Buffalohead

2:20 - 2:30 p.m.
Break

2:30 - 3:45 p.m.
"Increasing Self-Esteem"
Floy Pepper

3:45 - 4:00 p.m.
Comment Cards

6:30 - 10:00 p.m.
Barbeque and Recreational Activities at Gibson Park

FRIDAY - June 16

8:30 - 8:40 a.m.
Announcements
Hurt McCluskey

8:40 - 9:00 a.m.
Roles of REC II - Phil Baird

9:00 - 10:30 a.m.
"In The Trenches, Solving The Problems Of Indian Students"
Indian Education Home-School Coordinators
(Hurton McCluskey-Facilitator

10:30 - 10:45 a.m.
Break

10:45 - 12:15 p.m.
"Is There An Answer To Your Fortune Cookie?"
Ray Reyes

12:15 - 12:30 p.m.
Concluding Remarks